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ABSTRACT

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: commercial garment and apparel construction I and II. The seven units in commercial garment and apparel construction I are as follows: orientation; securing a job; human relations; safety; maintenance; needle trade techniques; and laboratory techniques. Commercial garment and apparel construction II consists of seven units: safety; maintenance; motion economy; needle trade techniques; advanced construction techniques; securing a job; and pressing, packaging, and shipping. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

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# STANDARDIZED CURRICULUM

# FOR

# COMMERCIAL GARMENT AND APPAREL CONSTRUCTION

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

June 1989

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## FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

-- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

-- a criterion-referenced, state-wide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

-- a system of accrediting schools that takes into account the performance of districts, schools, and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1986 which called for the establishment of state-wide "guidelines and procedures for managing an instructional program in the public schools." This legislation calls for instructional management plans containing the following components:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives must be included);

2. suggested instructional practices and resources for the learning objectives;

3. standards for student performance for each learning objective; and

4. systematic procedures for evaluating student performance on the learning objectives.

Specific local district actions regarding the state-wide instructional management plan are also required, namely:

1. The objectives contained in this document are common to all programs in the state. Core objectives are designated with an asterisk. The local district is encouraged to add additional objectives to this listing to meet local needs of students and employers.

2. The local school board must officially adopt the learning objectives as the district's curricula.

3. Pass/fail policies must be based on mastery of learning objectives.

4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.

5. During the school year, records of individual student performance must indicate whether or not the objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do not master the basic and functional literacy skills prior to being tested on them.

6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan must be developed for improving student performance on those objectives.

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# COMMERCIAL GARMENT AND APPAREL CONSTRUCTION I

Developed by:

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COMMERCIAL GARMENT AND APPAREL CONSTRUCTION

| Unit No. | Title |
|---|---|
| 1 | Orientation |
| 2 | Securing a Job |
| 3 | Human Relations |
| 4 | Safety |
| 5 | Maintenance |
| 6 | Needle Trade Techniques |
| 7 | Laboratory Techniques |

COURSE: Commercial Garment and Apparel Construction I

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. Identify objectives of Commercial Garment and Apparel Construction I.
*2. Explain the importance of leadership organizations.
*3. State the purposes of VICA as they relate to life and the world of work.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: VICA Professional Development Programs: Advisor's Guide. Leesburg, VA: Vocational Clubs of America. 1988.

Additional Sources: Leadership Handbook. Leesburg, VA: Vocational Clubs of America.

Teacher Tool Kit for VICA. Leesburg, VA: Vocational Clubs of America.

Robert's Rules of Order. Leesburg, VA: Vocational Clubs of America.

VICA United Skill Olympic Regulations. Leesburg, VA: Vocational Clubs of America.

VICA: Learn, Grow, Become. Stillwater, Ok: Oklahoma State Department of Vocational and Technical Education, Curriculum Instructional Materials Center.

Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify objectives of Commercial Garment and Apparel Construction I to include:
1. prepare students for initial entry into Commercial Garment and Apparel Construction.
2. acquaint students with local employment sources.
3. acquaint students with job-related skills.

*Objective 2: The student will list three reasons that leadership organizations are important.

*Objective 3: The student will state the purposes of VICA as they relate to life and the world of work with at least 70% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified objectives of Commercial Garment and Apparel Construction I.
____ *2. Explained the importance of leadership organizations.
____ *3. Stated the purposes of VICA as they relate to life and the world of work.

*Indicates core/essential objectives

COURSE: Commercial Garment and Apparel Construction I

Unit 2: Securing a Job

Objectives: Upon completion of this unit, the student will:

*1. Identify terms associated with securing a job.
*2. Identify sources for locating employment.
*3. Identify types of employment.
*4. Complete an employment application.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research ands Curriculum Unit for Vocational and Technical Education. 1983.

Newspapers.

Information Booklet from State Employment Office.

Application forms.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify terms associated with securing a job with at least 70% accuracy.
*Objective 2: The student will identify sources for locating employment with at least 70% accuracy.
*Objective 3: The student will identify types of employment with at least 70% accuracy.
*Objective 4: The student will complete an employment application that meets the following criteria:
1. instructions were followed.

2. neat overall appearance.
3. information was accurate and appropriate.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified terms associated with securing a job.
____ *2. Identified sources for locating employment.
____ *3. Identified types of employment.
____ *4. Completed an employment application.

*Indicates core/essential objectives

COURSE: Commercial Garment and Apparel Construction I

Unit 3: Human Relations

Objectives: Upon completion of this unit, the student will:

*1. Identify desirable employee characteristics.
*2. Identify physical characteristics necessary for needle trades.
*3. Identify reasons people lose their jobs.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify four desirable employee characteristics with at least 70% accuracy.

*Objective 2: The student will identify physical characteristics necessary for needle trades (pace rhythm, coordination, manipulative ability) with at least 70% accuracy.

*Objective 3: The student will identify three of the five reasons people lose their jobs.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified desirable employee characteristics.
____ *2. Identified physical characteristics necessary for needle trades.
____ *3. Identified reasons people lose their jobs.

*Indicates core/essential objectives

COURSE: Commercial Garment and Apparel Construction I

Unit 4: Safety

Objectives: Upon completion of this unit, the student will:

*1. Identify correct safety rules for the needle trade industry for the classroom and shop (Careers in Industrial Sewing, p. 6).
*2. Identify correct safety precautions for the needle trade Industry in the classroom and shop.
*3. Demonstrate the correct procedure for the care and use of hand tools (scissors, nips, screwdriver).

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Film (R/CU): Shop Safety

Posters

Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify correct safety rules for the needle trade industry for the classroom and shop.
*Objective 2: The student will identify correct safety precautions for the needle trade industry in the classroom and shop.
*Objective 3: The student will demonstrate the correct procedure for the care and use of hand tools (scissors, nips, screwdriver).

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified correct safety rules for the needle trade industry for the classroom and shop.
____ *2. Identified correct safety precautions for the needle trade industry in the classroom and shop.
____ *3. Demonstrated the correct procedure for the care and use of hand tools (scissors, nips, screwdriver).

*Indicates core/essential objectives

Use and Care of Handtools Checklist (Objective 3)

| | Yes | No |
|---|---|---|
| Holds nips correctly. | ___ | ___ |
| Holds scissors correctly. | ___ | ___ |
| Holds screwdriver correctly. | ___ | ___ |
| Passes nips correctly. | ___ | ___ |
| Passes scissors correctly. | ___ | ___ |
| Passes screwdriver correctly. | ___ | ___ |
| Manipulates screwdriver correctly. | ___ | ___ |

COURSE: Commercial Garment and Apparel Construction I

Unit 5: Maintenance

Objectives: Upon completion of this unit, the student will:

*1. Identify industrial sewing machine terms.
*2. Identify parts of the Single Needle Lockstitch machine.
*3. Identify the principles and functions of parts of the sewing machine.
*4. Demonstrate the ability to change the lockstitch machine needle.
*5. Demonstrate the ability to thread the lockstitch needle and bobbin, and replace the bobbin.
*6. Identify the materials and equipment needed to clean and oil the industrial machine.
*7. Demonstrate the ability to clean the industrial lockstitch machine.
*8. Demonstrate the ability to change the thread cone using the tie-on technique.
*9. Identify reasons to change the machine needle.
*10. Identify the characteristics of a lockstitch.
*11. Select causes of incorrect thread tensions.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Sewing machine instruction book.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify industrial sewing machine terms with at least 70% accuracy.
*Objective 2: The student will identify parts of the Single Needle Lockstitch machine with at least 70% accuracy.
*Objective 3: The student will identify the principles and functions of parts of the sewing machine with at least 70% accuracy.
*Objective 4: The student will demonstrate the ability to change the lockstitch machine needle.
*Objective 5: The student will demonstrate the ability to thread the lockstitch needle and bobbin, and replace the bobbin.

*Objective 6: The student will identify the materials and equipment needed to clean and oil the industrial machine.
*Objective 7: The student will demonstrate the ability to clean the industrial lockstitch machine.
*Objective 8: The student will demonstrate the ability to change the thread cone using the tie-on technique.
*Objective 9: The student will identify reasons to change the machine needle with at least 70% accuracy.
*Objective 10: The student will identify the characteristics of a lockstitch with at least 70% accuracy.
*Objective 11: The student will select from a list causes of incorrect thread tensions with at least 70% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified industrial sewing machine terms.
____ *2. Identified parts of the Single Needle Lockstitch machine.
____ *3. Identified the principles and functions of parts of the sewing machine.
____ *4. Demonstrated the ability to change the lockstitch machine needle.
____ *5. Demonstrated the ability to thread the lockstitch needle and bobbin, and replace the bobbin.
____ *6. Identified the materials and equipment needed to clean and oil the industrial machine.
____ *7. Demonstrated the ability to clean the industrial lockstitch machine.
____ *8. Demonstrated the ability to change the thread cone using the tie-on technique.
____ *9. Identified reasons to change the machine needle.
____ *10. Identified the characteristics of a lockstitch.
____ *11. Selected causes of incorrect thread tensions.

*Indicates core/essential objectives

## Changing Lockstitch Machine Needle Checklist (Objective 4)

| | Yes | No |
|---|---|---|
| Positions needle bar in highest position | ___ | ___ |
| Removes needle | ___ | ___ |
| Places needle with long groove to outside and short flat grove to inside | ___ | ___ |
| Inserts needle into needle bar as far as it will go | ___ | ___ |

## Threading Single Needle Lockstitch Machine and Bobbin and Replacing Bobbin Checklist (Objective 5)

| | Yes | No |
|---|---|---|
| Turns off power | ___ | ___ |
| Takes foot of foot control | ___ | ___ |
| Positions needle | ___ | ___ |
| Pulls out latch | ___ | ___ |
| Removes bobbin case | ___ | ___ |
| Places bobbin on rewind spindle | ___ | ___ |
| Threads bobbin winder | | |
| Places thread on stand | ___ | ___ |
| Threads through guides | ___ | ___ |
| Threads around tension discs | ___ | ___ |
| Secures thread around bobbin 10 times | ___ | ___ |
| Presses lever | ___ | ___ |
| Loads filled bobbin, clockwise | ___ | ___ |
| Pulls through tension guide | ___ | ___ |
| Pulls out latch, inserts bobbin case | ___ | ___ |
| Releases latch and pushes case into hook | ___ | ___ |
| Places thread on stand | ___ | ___ |
| Threads through guide on stand | ___ | ___ |
| Thread machine | | |
| 1st guide | ___ | ___ |
| Tension disc and guide | ___ | ___ |
| 2nd guide | ___ | ___ |
| Checkspring | ___ | ___ |
| Vertical bar | ___ | ___ |
| Guide | ___ | ___ |
| Take up lever | ___ | ___ |
| Guides to needle | ___ | ___ |
| Thread needle and pull up bobbin thread | ___ | ___ |

## Cleaning the Industrial Sewing Machine Checklist
(Objective 7)

| | Yes | No |
|---|---|---|
| Tilts machine back on hinges | ___ | ___ |
| Uses short bristle brush | ___ | ___ |
| Removes lint or waste from sewing hook | ___ | ___ |
| Removes lint or waste from feed rows | ___ | ___ |
| Removes lint or waste from underside of throat plate | ___ | ___ |
| Removes foreign particles from magnet | ___ | ___ |
| Wipes with soft cloth on outside | ___ | ___ |

COURSE: Commercial Garment and Apparel Construction I

Unit 6: Needle Trade Techniques

Objectives: Upon completion of this unit, the student will:

*1. Identify terms associated with needle trades.
2. Select from a list ways needle trade supplies and techniques differ from home sewing supplies and techniques.
*3. Identify causes of operator fatigue.
*4. Identify hemmers, guides and gauges.
*5. Identify tasks for which hemmers, guides and gauges are used.
*6. Demonstrate the ability to maintain seam allowances using guides and gauges.
7. Identify the different types of sewing machines.
8. Identify functions of the different types of sewing machines.
*9. Demonstrate speed and control of the industrial sewing machine using paper exercises.
10. Demonstrate the ability to adjust the machine stitch regulator for the correct required stitches.
11. Identify the different types of machine needles.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Jan Jones. Clothing--Your Way. Englewood Cliffs, New Jersey. 1977.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify terms associated with needle trades with at least 70% accuracy.

Objective 2: The student will select from a list ways needle trade supplies and techniques differ from home sewing supplies and techniques.

*Objective 3: The student will identify causes of operator fatigue with at least 70% accuracy.

*Objective 4: The student will identify hemmers, guides and gauges with at least 70% accuracy.

*Objective 5: The student will identify tasks for which hemmers, guides and gauges are used with at least 70% accuracy.

*Objective 6: The student will demonstrate the ability to maintain seam allowances using guides and gauges.

Objective 7: The student will identify the different types of sewing machines with at least 70% accuracy.

Objective 8: The student will identify functions of the different types of sewing machines with at least 70% accuracy.

*Objective 9: The student will demonstrate speed and control of the industrial sewing machine using paper exercises.

Objective 10: The student will demonstrate the ability to adjust the machine stitch regulator for the correct required stitches.

Objective 11: The student will identify the different types of machine needles used for the following machines with at least 70% accuracy: single needle lockstitch, felling, serge, bar tack, buttonhole, button sew, chainstitch, blindstitch.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

___ *1. Identified terms associated with needle trades.

___ 2. Selected ways that needle trades supplies and techniques differ from home sewing supplies and techniques.
___ *3. Identified causes of operator fatigue.
___ *4. Identified hemmers, guides and gauges.
___ *5. Identified tasks for which hemmers, guides and gauges are used.
___ *6. Demonstrated the ability to maintain seam allowances using guides and gauges.
___ 7. Identified the different types of sewing machines.
___ 8. Identified functions of the different types of sewing machines.
___ *9. Demonstrated speed and control of the industrial sewing machine using paper exercises.
___ 10. Demonstrated the ability to adjust the machine stitch regulator for the correct required stitches.
___ 11. Identified the different types of machine needles.

*Indicates core/essential objectives

Maintaining Seam Allowances with Guides and Gauges Checklist
(Objective 6)

| | Yes | No |
|---|---|---|
| 3/8" seam + or - 1/16" | ___ | ___ |
| 1/2" seam + or - 1/16" | ___ | ___ |
| 1/4" seam + or - 1/16" | ___ | ___ |
| 1/8" edge stitching + or - 1/16" | ___ | ___ |

COURSE: Commercial Garment and Apparel Construction I

Unit 7: Laboratory Techniques

Objectives: Upon completion of this unit, the student will:

*1. Identify basic seam finishes.
2. Demonstrate preparation of basic seam finishes.
*3. Demonstrate the ability to sew a plain straight seam.
4. Demonstrate the ability to backstitch.
*5. Demonstrate the ability to sew curved seams.
*6. Demonstrate the ability to sew darts.
7. Identify basic gathering techniques and procedures.
*8. Demonstrate the procedure for square corners.
*9. Demonstrate the ability to incorporate ease.
*10. Identify notches.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Wanda Draper and Annetta Bailey. Steps in Clothing Skills. Peoria, Illinois: Bennett and McKnight Publishing Co. 1978.

Jan Jones. Clothing Your Way. Englewood Cliffs, New Jersey. 1977.

Jeanette Weber. Clothing: Fashion, Fabric, Construction. Encino, CA: Glencoe Publishing Co. 1986.

Evaluation and Minimum Performance Standards:

*Objective 1: The student will identify basic seam finishes with at least 70% accuracy.
Objective 2: The student will demonstrate preparation of basic seam finishes.
*Objective 3: The student will demonstrate the ability to sew a plain straight seam.
Objective 4: The student will demonstrate the ability to backstitch.
*Objective 5: The student will demonstrate the ability to sew curved seams.
*Objective 6: The student will demonstrate the ability to sew darts.
Objective 7: The student will identify basic gathering techniques and procedures with at least 70% accuracy.
*Objective 8: The student will demonstrate the procedure for square corners.
*Objective 9: The student will demonstrate the ability to incorporate ease.
*Objective 10: The student will identify notches with at least 70% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified basic seam finishes.
____ 2. Demonstrated preparation of basic seam finishes.
____ *3. Demonstrated the ability to sew a plain straight seam.
____ 4. Demonstrated the ability to backstitch.
____ *5. Demonstrated the ability to sew curved seams.
____ *6. Demonstrated the ability to sew darts.
____ 7. Identified basic gathering techniques and procedures.
____ *8. Demonstrated the procedure for square corners.

____ *9. Demonstrated the ability to incorporate ease.
____ *10. Identified notches.

*Indicates core/essential objectives

# COMMERCIAL GARMENT AND APPAREL CONSTRUCTION II

Developed by:

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Team Leader

Jean T. Henson, Research and Curriculum Unit

COMMERCIAL GARMENT AND APPAREL CONSTRUCTION II

| Unit No. | Title |
|---|---|
| 1 | Safety |
| 2 | Maintenance |
| 3 | Motion Economy |
| 4 | Needle Trade Techniques |
| 5 | Advanced Construction Techniques |
| 6 | Securing a Job |
| 7 | Pressing, Packaging and Shipping |

COURSE: Commercial Garment and Apparel Construction II

Unit 1: Safety

Objectives: Upon completion of this unit, the student will:

*1. Identify correct safety rules for the needle trade industry for the classroom and shop.
*2. Demonstrate correct safety precautions for the needle trade industry in the classroom and shop.
*3. Identify the five rules for machine safety.
*4. Demonstrate the correct procedure for the use of hand tools (scissors, nips, screwdriver).

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Film (R/CU): Shop Safety

Posters

Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State,

Mississippi: Research and Curriculum Unit
for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify correct safety rules for the needle trade industry for the classroom and shop.
*Objective 2: The student will demonstrate correct safety precautions for the needle trade industry in the classroom and shop.
*Objective 3: The student will identify the five rules for machine safety.
*Objective 4: The student will demonstrate the correct precautions for the use of hand tools (scissors, nips, screwdriver).

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified correct safety rules for the needle trade industry for the classroom and shop.
____ *2. Demonstrated correct safety precautions for the needle trade industry in the classroom and shop.
____ *3. Identified the five rules for machine safety.
____ *4. Demonstrated the correct procedure for the use of hand tools (scissors, nips, screwdriver).

*Indicates core/essential objectives

Use and Care of Handtools Checklist (Objective 4)

| | Yes | No |
|---|---|---|
| Holds nips correctly. | ___ | ___ |
| Holds scissors correctly. | ___ | ___ |
| Holds screwdriver correctly. | ___ | ___ |
| Passes nips correctly. | ___ | ___ |
| Passes scissors correctly. | ___ | ___ |
| Manipulates screwdriver correctly. | ___ | ___ |

COURSE: Commercial Garment & Apparel Construction II

Unit 2: Maintenance

Objectives: Upon completion of this unit, the student will:

1. Demonstrate the correct procedure for cleaning and oiling the chainstitch machine.
2. Demonstrate the correct procedure for cleaning and oiling the serger machine.
*3. Demonstrate the correct procedure for cleaning and oiling the lockstitch machine.
*4. Demonstrate the correct procedure for adjusting thread tension.
*5. List reasons to sharpen cutting knife blade.
*6. Demonstrate the ability to maintain the cutting knife blade.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Manufacturers Instruction Booklet.

Additional Sources: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will demonstrate the correct procedure for cleaning and oiling the chainstitch machine.
Objective 2: The student will demonstrate the correct procedure for cleaning and oiling the serger machine.
*Objective 3: The student will demonstrate the correct procedure for cleaning and oiling the lockstitch machine.
*Objective 4: The student will demonstrate the correct procedure for adjusting thread tension.
*Objective 5. The student will list two out of three reasons to sharpen cutting knife blade.
*Objective 6. The student will demonstrate the ability to maintain the cutting knife blade.

*Indicates core/essential objectives

Maintenance of Cutting Knife Blade (Objective 6)

| | Yes | No |
|---|---|---|
| Inspected knife blade and blade slot for dirt and lint. | ___ | ___ |
| Cleaned with bristle brush. | ___ | ___ |
| Oiled the oil pad or wick. | ___ | ___ |
| Plugged in electrical cord. | ___ | ___ |
| Tested blade for sharpness on fabric scraps. | ___ | ___ |
| Sharpened blade (if necessary), following manufacturer's instructions. | ___ | ___ |

Performance Record: Place a check by each objective the student achieved:

___ 1. Demonstrated the correct procedure for cleaning and oiling the chainstitch machine.
___ 2. Demonstrated the correct procedure for cleaning and oiling the serger machine.
___ *3. Demonstrated the correct procedure for cleaning and oiling the lockstitch machine.
___ *4. Demonstrated the correct procedure for adjusting thread tension.
___ *5. Listed reasons to sharpen cutting knife blade.
___ *6. Demonstrated the ability to maintain the cutting knife blade.

*Indicates core/essential objectives

COURSE: Commercial Garment & Apparel Construction II

Unit 3: Motion Economy

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate motion economy techniques using the lockstitch or serger.
*2. Match motion economy terms to correct definitions.
3. Complete motion economy cloth drills.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Manufacturers Service Manual.

Additional Sources: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate motion economy techniques using the lockstitch or serger with at least 70% accuracy.
*Objective 2: The student will match motion economy terms to correct definitions with at least 70% accuracy.
Objective 3: The student will complete motion economy cloth drills with at least 70% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Demonstrated motion economy techniques using the lockstitch or serger.
____ *2. Matched motion economy terms to correct definitions.
____ *3. Completed motion economy cloth drills.

*Indicates core/essential objectives

COURSE: Commercial Garment & Apparel Construction II

Unit 4: Needle Trade Techniques

Objectives: Upon completion of this unit, the student will:

*1. Identify parts of the chainstitch machine.
*2. Identify terms associated with the chainstitch machine.
*3. Demonstrate the correct threading of the chainstitch machine.
*4. Demonstrate the operation of the chainstitch machine.
*5. Demonstrate the ability to remove chainstitch.
*6. Identify terms associated with the sergestitch machine.
*7. Demonstrate the ability to replace the sergestitch needle.
*8. Demonstrate the correct threading of the serge machine.
*9. Demonstrate the operation of the serge machine.
10. Demonstrate the correct procedure for easing in fullness using the serger.
11. Demonstrate the correct procedure for disposing of cloth samples using the lockstitch, chainstitch and serger machines.
*12. Identify hemmers, guides and gauges.
13. Identify tasks for which hemmers, guides and gauges are used.
*14. Demonstrate the ability to maintain seam allowances using guides and gauges.
*15. Demonstrate the ability to maintain hem allowances using a hemmer.
16. Select from a list common fabric flaws and problems.
17. Identify ways to spread special fabrics.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Additional Sources: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West

Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify parts of the chainstitch machine with at least 70% accuracy.
*Objective 2: The student will identify terms associated with the chainstitch machine with at least 70% accuracy.
*Objective 3: The student will demonstrate the correct threading of the chainstitch machine.
*Objective 4: The student will demonstrate the operation of the chainstitch machine.
*Objective 5: The student will demonstrate the ability to remove chainstitch.
*Objective 6: The student will identify terms associated with the sergestitch machine with at least 70% accuracy.
*Objective 7: The student will demonstrate the ability to replace the sergestitch needle.
*Objective 8: The student will demonstrate the correct threading of the serge machine.
*Objective 9: The student will demonstrate the operation of the serge machine.
Objective 10: The student will demonstrate the correct procedure for easing in fullness using the serger.
Objective 11: The student will demonstrate the correct procedure for disposing of cloth samples using the lockstitch, chainstitch and serger machines.
*Objective 12: The student will identify hemmers, guides and gauges with at least 70% accuracy.
Objective 13: The student will identify tasks for which hemmers, guides and gauges are used with at least 70% accuracy.
*Objective 14: The student will demonstrate the ability to maintain seam allowances using guides and gauges.
*Objective 15: The student will demonstrate the ability to maintain hem allowances using a hemmer.
Objective 16: The student will select from a list common fabric flaws and problems with at least 70% accuracy.

Objective 17: The student will identify three ways to spread special fabrics.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified parts of the chainstitch machine.
____ *2. Identified terms associated with the chainstitch machine.
____ *3. Demonstrated the correct threading of the chainstitch machine.
____ *4. Demonstrated the operation of the chainstitch machine.
____ *5. Demonstrated the ability to remove chainstitch.
____ *6. Identified terms associated with the sergestitch machine.
____ *7. Demonstrated the ability to replace the sergestitch needle.
____ *8. Demonstrated the correct threading of the serge machine.
____ *9. Demonstrated the operation of the serge machine.
____ 10. Demonstrated the correct procedure for easing in fullness using the serger.
____ 11. Demonstrated the correct procedure for disposing of cloth samples using the lockstitch, chainstitch and serger machines.
____*12. Identified hemmers, guides and gauges.
____ 13. Identified tasks for which hemmers, guides and gauges are used.
____*14. Demonstrated the ability to maintain seam allowances using guides and gauges.
____*15. Demonstrated the ability to maintain hem allowances using a hemmer.
____ 16. Selected from a list common fabric flaws and problems.
____ 17. Identified ways to spread special fabrics.

*Indicates core/essential objectives

COURSE: Commercial Garment & Apparel Construction II

Unit 5: Advanced Construction Techniques

Objectives: Upon completion of this unit, the student will:

1. Demonstrate the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams.
*2. Identify the types of interfacing and the correct method of applying each.
*3. Demonstrate the ability to correctly lay pattern pieces on napped and one way design fabric.
*4. Demonstrate the correct procedure for cutting and joining bias strips.
*5. Demonstrate the correct procedure for applying a tuck or pleat to a garment.
*6. Identify characteristics of a well-made collar.
*7. Demonstrate the construction of a roll collar.
*8. Construct and set in a sleeve.
*9. Identify types of cuffs and demonstrate the ability to construct one of these.
*10. Demonstrate the correct procedure for constructing a hip pocket.
*11. Identify types of specialized fasteners and correct procedures for applying each.
*12. Demonstrate the ability to attach a continuous sleeve placket to a sleeve section.
*13. Demonstrate the ability to construct a collar and attach it to a collar stand.
*14. Demonstrate the ability to attach the collar and collar stand to the neckline of a garment.
*15. Demonstrate the ability to sew a set-in sleeve in a garment.
*16. Demonstrate the ability to construct a cuff.
*17. Demonstrate the ability to attach a cuff to a sleeve with a continuous placket.
18. Demonstrate the ability to make button holes.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Halmes and Debbie Truitt. Custom Sewing. Stillwater, Oklahoma: State Department of

Vocational and Technical Education, Curriculum and Instructional Materials Center. 1980.

Additional Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will demonstrate the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams with at least 70% accuracy.

*Objective 2: The student will identify the types of interfacing and the correct method of applying each with at least 70% accuracy.

*Objective 3: The student will demonstrate the ability to correctly lay pattern pieces on napped and one way design fabric with at least 70% accuracy.

*Objective 4: The student will demonstrate the correct procedure for cutting and joining bias strips with at least 70% accuracy.

*Objective 5: The student will demonstrate the correct procedure for applying a tuck or pleat to a garment with at least 70% accuracy.

*Objective 6: The student will identify characteristics of a well-made collar with at least 70% accuracy.

*Objective 7: The student will demonstrate the construction of a roll collar with at least 70% accuracy.

*Objective 8: The student will construct and set in a sleeve with at least 70% accuracy.

*Objective 9: The student will identify types of cuffs and demonstrate the ability to construct one of these with at least 70% accuracy.

*Objective 10: The student will demonstrate the correct procedure for constructing a hip pocket with at least 70% accuracy.

*Objective 11: The student will identify types of specialized fasteners and correct procedures for applying each with at least 70% accuracy.

*Objective 12: The student will demonstrate the ability to attach a continuous sleeve placket to a sleeve section with at least 70% accuracy.

*Objective 13: The student will demonstrate the ability to construct a collar and attach it to a collar stand with at least 70% accuracy.

*Objective 14: The student will demonstrate the ability to attach the collar and collar stand to the neckline of a garment with at least 70% accuracy.

*Objective 15: The student will demonstrate the ability to sew a set-in sleeve in a garment with at least 70% accuracy.

*Objective 16: The student will demonstrate the ability to construct a cuff with at least 70% accuracy.

*Objective 17: The student will demonstrate the ability to attach a cuff to a sleeve with a continuous placket with at least 70% accuracy.

Objective 18: The student will demonstrate the ability to make button holes with at least 70% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ 1. Demonstrated the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams.

____ *2. Identified the types of interfacing and the correct method of applying each.

____ *3. Demonstrated the ability to correctly lay pattern pieces on napped and one way design fabric.

____ *4. Demonstrated the correct procedure for cutting and joining bias strips.

____ *5. Demonstrated the correct procedure for applying a tuck or pleat to a garment.

____ *6. Identified Characteristics of a well-made collar.
____ *7. Demonstrated the construction of a roll collar.
____ *8. Constructed and set in a sleeve.
____ *9. Identified types of cuffs and demonstrate the ability to construct one of these.
____*10. Demonstrated the correct procedure for constructing a hip pocket.
____*11. Identified types of specialized fasteners and correct procedures for applying each.
____*12. Demonstrated the ability to attach a continuous sleeve placket to a sleeve section.
____*13. Demonstrated the ability to construct a collar and attach it to a collar stand.
____*14. Demonstrated the ability to attach the collar and collar-stand to the neckline of a garment.
____*15. Demonstrated the ability to sew a set-in sleeve in a garment.
____*16. Demonstrated the ability to construct a cuff.
____*17. Demonstrated the ability to attach a cuff to a sleeve with a continuous placket.
____ 18. Demonstrated the ability to make button holes.

*Indicates core/essential objectives

COURSE: Commercial Garment & Apparel Construction II

Unit 6: Securing a Job

Objectives: Upon completion of this unit, the student will:

*1. Identify terms associated with securing a job.
*2. List sources for locating employment.
*3. Prepare a resume.
*4. Arrange a job interview by telephone.
*5. Complete an employment application form.
*6. Demonstrate acceptable conduct in a job interview.
*7. Identify guidelines for personal appearance for an interview.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify terms associated with securing a job with at least 70% accuracy.

*Objective 2: The student will list three sources for locating employment.

*Objective 3: The student will prepare a resume that meets the following criteria:
1. organized by categories.
2. neat overall appearance.
3. appropriate and accurate information supplied
4. written in pen or typed.
5. appropriate references listed.

*Objective 4: The student will arrange a job interview by telephone.

*Objective 5: The student will complete an employment application form that meets the following criteria:
1. instructions were followed.
2. neat overall appearance.
3. information was accurate and appropriate.
4. written in pen or typed.

*Objective 6: The student will achieve a 70% rating in a mock interview based on the following criteria:
1. grooming.
2. promptness.
3. knew facts about company.
4. introduced him/herself properly.
5. manners.
6. asked appropriate questions.
7. gave appropriate answers.
8. used correct grammar.
9. closed interview properly.
10. poise.
11. made eye contact.

*Objective 7: The student will identify guidelines for personal appearance for an interview with at least 70% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified terms associated with securing a job.
____ *2. Listed sources for locating employment.
____ *3. Prepared a resume.
____ *4. Arranged a job interview by telephone.
____ *5. Completed an employment application form.

____ *6. Demonstrated acceptable conduct in a job interview.
____ *7. Identified guidelines for personal appearance for an interview.

*Indicates core/essential objectives

COURSE: Commercial Garment & Apparel Construction II

Unit 7: Pressing, Packaging, and Shipping

Objectives: Upon completion of this unit, the student will:

*1. Select from a list generally accepted practices of industrial pressing.
*2. Describe the conditions of the pressing job.
*3. List basic ways to prepare products for shipping.
*4. Demonstrate the ability to operate pressing machine.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Ellen Holmes. Needle Trades. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education. 1978.

Additional Sources: Careers in Industrial Sewing. The Education Committee of the American Apparel Manufacturers Association and The Research and Curriculum Unit for Vocational and Technical Education. 1983.

Charlotte Blake. West Virginia Competency Based Occupational Clothing Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education. 1979.

Vocational-Technical Consortium of States. A Catalog of Performance Objectives, Criteria-Referenced Measures and Performance Guides for Industrial Sewing. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1978.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will select from a list two generally accepted practices of industrial pressing.

*Objective 2: The student will describe the conditions of the pressing job.
*Objective 3: The student will list two basic ways to prepare products for shipping.
*Objective 4: The student will demonstrate the ability to operate pressing machine.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Selected from a list generally accepted practices of industrial pressing.
_____*2. Described the conditions of the pressing job.
_____*3. Listed basic ways to prepare products for shipping.
_____*4. Demonstrated the ability to operate pressing machine.

*Indicates core/essential objectives

Checklist for Operating Pressing Machine
(Objective 4)

| | Yes | No |
|---|---|---|
| Placed garment on board, seam side up. | ___ | ___ |
| Pressed foot pedal to lower top head. | ___ | ___ |
| Pressed foot pedal for steam. | ___ | ___ |
| Released steam pedal. | ___ | ___ |
| Pressed vacuum pedal. | ___ | ___ |
| Released vacuum pedal. | ___ | ___ |
| Lifted top head. | ___ | ___ |
| Pressed all seams and details. | ___ | ___ |

STUDENT PERFORMANCE RECORD

COMMERCIAL GARMENT AND APPAREL CONSTRUCTION

COMMERCIAL GARMENT AND APPAREL CONSTRUCTION I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

____ C1. Identified objectives of Commercial Garment and Apparel Construction I.
____ C2. Explained the importance of leadership organizations.
____ C3. Stated the purposes of VICA as they relate to life and the world of work.
____ C4. Identified terms associated with securing a job.
____ C5. Identified sources for locating employment.
____ C6. Identified types of employment.
____ C7. Completed an employment application.
____ C8. Identified desirable employee characteristics.
____ C9. Identified physical characteristics necessary for needle trades.
____C10. Identified reasons people lose their jobs.
____C11. Identified correct safety rules for the needle trade industry for the classroom and shop.
____C12. Identified correct safety precautions for the needle trade industry in the classroom and shop.
____C13. Demonstrated the correct procedure for the care and use of hand tools (scissors, nips, screwdriver).
____C14. Identified industrial sewing machine terms.
____C15. Identified parts of the Single Needle Lockstitch machine.
____C16. Identified the principles and functions of parts of the sewing machine.
____C17. Demonstrated the ability to change the lockstitch machine needle.
____C18. Demonstrated the ability to thread the lockstitch needle and bobbin, and replace the bobbin.
____C19. Identified the materials and equipment needed to clean and oil the industrial machine.
____C20. Demonstrated the ability to clean the industrial lockstitch machine.
____C21. Demonstrated the ability to change the thread cone using the tie-on technique.

____C22. Identified reasons to change the machine needle.
____C23. Identified the characteristics of a lockstitch.
____C24. Selected causes of incorrect thread tensions.
____C25. Identified terms associated with needle trades.
____ 26. Selected ways that needle trades supplies and techniques differ from home sewing supplies and techniques.
____C27. Identified causes of operator fatigue.
____C28. Identified hemmers, guides and gauges.
____C29. Identified tasks for which hemmers, guides and gauges are used.
____C30. Demonstrated the ability to maintain seam allowances using guides and gauges.
____ 31. Identified the different types of sewing machines.
____ 32. Identified functions of the different types of sewing machines.
____C33. Demonstrated speed and control of the industrial sewing machine using paper exercises.
____C34. Demonstrated the ability to adjust the machine stitch regulator for the correct required stitches.
____ 35. Identified the different types of machine needles.
____C36. Identified basic seam finishes.
____ 37. Demonstrated preparation of basic seam finishes.
____C38. Demonstrated the ability to sew a plain straight seam.
____ 39. Demonstrated the ability to backstitch.
____C40. Demonstrated the ability to sew curved seams.
____C41. Demonstrated the ability to sew darts.
____ 42. Identified basic gathering techniques and procedures.
____C43. Demonstrated the procedure for square corners.
____C44. Demonstrated the ability to incorporate ease.
____C45. Identified notches.

COMMERCIAL GARMENT AND APPAREL CONSTRUCTION II

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

____ C1. Identified correct safety rules for the needle trade industry for the classroom and shop.
____ C2. Demonstrated correct safety procedures for the needle trade industry in the classroom and shop.
____ C3. Identified the five rules for machine safety.
____ C4. Demonstrated the correct procedure for the use of hand tools (scissors, nips, screwdriver).
____ 5. Demonstrated the correct procedure for cleaning and oiling the chainstitch machine.
____ 6. Demonstrated the correct procedure for cleaning and oiling the serger machine.
____ C7. Demonstrated the correct procedure for cleaning and oiling the lockstitch machine.
____ C8. Demonstrated the correct procedure for adjusting thread tension.
____ C9. List reasons to sharpen cutting knife blade.
____ C10. Demonstrate the ability to maintain the cutting knife blade.
____ C11. Demonstrated motion economy techniques using the lockstitch or serger.
____ C12. Matched motion economy terms to correct definition.
____ 13. Completed motion economy cloth drills.
____ C14. Identified parts of the chainstitch machine.
____ C15. Identified terms associated with the chainstitch machine.
____ C16. Demonstrated the correct threading of the chainstitch machine.
____ C17. Demonstrated the operation of the chainstitch machine.
____ C18. Demonstrated the ability to remove chainstitch.
____ C19. Identified terms associated with the sergestitch machine.
____ C20. Demonstrated the ability to replace the sergestitch needle.
____ C21. Demonstrated the correct threading of the serge machine.
____ C22. Demonstrated the operation of the serge machine.

____ 23. Demonstrated the correct procedure for easing in fullness using the serger.
____ 24. Demonstrated the correct procedure for disposing of cloth samples using the lockstitch, chainstitch and serger machines.
____C25. Identified hemmers, guides, gauges and folders.
____ 26. Identified tasks for which hemmers, guides and gauges are used.
____C27. Demonstrated the ability to maintain seam allowances using guides and gauges.
____C28. Demonstrated the ability to maintain hem allowances using a hemmer.
____ 29. Selected from a list common fabric flaws and problems.
____ 30. Identified ways to spread special fabrics.
____ 31. Demonstrated the correct procedure for stitching flat fell, French, lapped, top stitched, and corded seams.
____C32. Identified the types of interfacing and the correct method of applying each.
____C33. Demonstrated the ability to correctly lay pattern pieces on napped and one way design fabric.
____C34. Demonstrated the correct procedure for cutting and joining bias strips.
____C35. Demonstrated the correct procedure for applying a tuck or pleat to a garment.
____C36. Identified characteristics of a well-made collar.
____C37. Demonstrated the construction of a roll collar.
____C38. Constructed and set in a sleeve.
____C39. Identified types of cuffs and demonstrated the ability to construct one of these.
____C40. Demonstrated the correct procedure for constructing a hip pocket.
____C41. Identified types of specialized fasteners and correct procedures for applying each.
____C42. Demonstrated the ability to attach a continuous sleeve placket to a sleeve section.
____C43. Demonstrated the ability to construct a collar and attach it to a collar stand.
____C44. Demonstrated the ability to attach the collar and collar stand to the neckline of a garment.
____C45. Demonstrated the ability to sew a set-in sleeve in a garment.
____C46. Demonstrated the ability to construct a cuff.
____C47. Demonstrated the ability to attach a cuff to a sleeve with a continuous placket.
____ 48. Demonstrated the ability to make button holes.
____C49. Identified terms associated with securing a job.
____C50. Listed sources for locating employment.
____C51. Prepared a resume.

____C52. Arranged a job interview by telephone.
____C53. Completed an employment application form.
____C54. Demonstrated acceptable conduct in a job interview.
____C55. Identified guidelines for personal appearance for an interview.
____C56. Selected from a list generally accepted practices of industrial pressing.
____C57. Described the conditions of the pressing job.
____C58. Listed basic ways to prepare products for shipping.
____C59. Demonstrated the ability to operate pressing machine.
____C60. Selected from a list generally accepted practices of industrial pressing.
____C61. Described the conditions of the pressing job.
____C62. Listed basic ways to prepare products for shipping.
____C63. Demonstrated the ability to operate pressing machine.